

**Brinton & Fujiki**  
**Brigham Young University**  
**Social Communication Intervention Script for story book, *The Duckling Gets a Cookie***

***The Duckling Gets a Cookie* by Mo Williams, 2012, New York: Hyperion Books for Children.**

**Sharing a Story to Facilitate Social and Emotional Learning**

Many children with disabilities such as developmental language disorders, language-learning disorders, social communication disorders, or autism spectrum disorders have difficulty with aspects of social and emotional learning. These children often need explicit, repeated instruction designed to facilitate emotion understanding, conversational ability, and language comprehension and production skill. The following informal script is designed to help interventionists (caregivers and professionals) focus on and emphasize important concepts.

The following storybook has been selected because it has a well-defined story structure, clear language, rich emotion content, and engaging illustrations. A script is provided to guide interventionists as they share this book. Initially, concepts are listed that this book is particularly well suited to teach. These include social and emotional knowledge, interactional skills, vocabulary, and language structure.

Following the list of concepts, a series of prompts is provided for each story page. These prompts include questions, comments, and brief activities (e.g., making a facial expression in a mirror) designed to teach specific concepts. The interventionist may read the story text for each page and then present any of the prompts they feel would be most appropriate. The script is designed to be flexible and adjusted to each child's needs.

At the conclusion of the story script, a series of questions is provided to probe how well children understand and identify emotions that story characters experience. If desired, these questions can be used to evaluate how well children grasp the emotion content of the story.

Following story sharing, the interventionist may guide children to enact the story using simple props. This activity facilitates story comprehension by assisting children to understand the internal states and motivations of characters. Older children may prefer a readers' theater format or choose to provide additional text or dialog to the storybook by using attachable note paper.

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**Concepts to stress**

- 1. Emotions experienced:** anger/annoyance, jealousy, surprise, confusion, frustration, excitement, happiness/joy, guilt
- 2. Anticipating an event and the emotions it elicits**
- 3. Anticipating the desires and needs of others**
- 4. Complex emotion words, annoyed/frustrated/jealous**
- 5. Losing control—over-reacting, tantruming/fussing—precipitators/motivations**
- 6. Fussing when there is no need**
- 7. Mixed emotions—happy/guilty**
- 8. Ulterior motive (Duckling)**
- 9. Prosocial behavior: polite asking, showing gratitude, sharing**
- 10. Structural: complete simple sentence forms, complex sentences with causal connections (but, if, so, because)**

**Intro: Cover and Title Page—This is a story about Duckling and Pigeon. In this story, Duckling gets something really cool, a cookie. But then Pigeon comes along. Let's see what Pigeon wants and what happens. Let's think about how Pigeon and Duckling feel in this story.**

**Look at these pictures. (Show pictures of actual faces showing happy, sad, angry, surprise, jealous, etc.) Duckling and Pigeon are going to have some of these feelings in the story. Let's see what happens.**

**Page 1 (Title Page)**

Read: "I do not..."

Why doesn't Pigeon like the book title? (Duckling gets a cookie--not Pigeon.)

What do you think will happen?

**Page 2-3**

Read: "Hello!..."

Look at Duckling, what is he doing? (Asking for a cookie)

Is he asking nicely? How can you tell? (He says, "May I" and "Please".)

What do you think will happen?

### **Page 4-5**

Read: "Oh! Thanks!..."

How does Duckling feel?

How can you tell? (Duckling is so happy/excited because he gets a cookie.)

(Show a few emotion pictures.) Which of these people feels happy like Duckling?

Have you ever felt really happy and excited because you got something you liked? Tell me about it. How did your face look? (Use mirror.)

What does Duckling say? (Thanks!) That is polite/nice, isn't it?

### **Page 6**

Read: "That was very nice of you..."

Why does Duckling say that? (To be polite/nice.)

### **Page 7**

Read: "Oh, look at..."

What does Duckling point out on the cookie? (Nuts.)

Why does Duckling say something about nuts?

Do you think Duckling likes nuts? (We don't know yet.)

### **Page 8-9**

Read: "Hey! How did you get that..."

Look at Pigeon here (p. 7). How does he feel? (He is surprised.)

(Show a few emotion pictures.) Which of these people feels surprised like Pigeon?

Why is Pigeon surprised? (He is surprised because Duckling has a cookie. He wants to know how Duckling got that cookie.)

Look here (p. 8). How does Duckling feel? (He looks happy.)

How does Pigeon feel? (Pigeon looks a little annoyed—maybe a little mad.)

Why? (Try to elicit a complex construction.)

## **Page 10**

Read: “You asked for it...”

How does Pigeon feel? (Pigeon looks a little frustrated [define frustrated.] Why is Pigeon frustrated? It will take some inferencing to determine that Pigeon is frustrated because Duckling got what he asked for.)

How did Duckling ask for a cookie? (Politely.)

Duckling asked politely. Why does that matter? (When we ask politely, people may give us what we want. Polite asking makes people happy.)

## **Page 11**

Read: “Say...”

Look at Pigeon, how does he feel? (Excited?)

Do you think he likes nuts? (Maybe Pigeon is excited because he likes cookies with nuts in them.)

(Show a few emotion pictures.) Which of these people feels excited like Pigeon?

Show me an excited face. (Use mirror.)

Do you like nuts in cookies?

How would you feel if you had a cookie with nuts in it? (Have child make an excited face or a disgusted face. Try to elicit complex a sentence.)

## **Page 12**

Read: "So you got a cookie..."

How does Pigeon feel here? (Talk about the fact that Pigeon feels surprised or shocked--not a good surprise.)

Why is Pigeon so surprised?

(Pigeon is surprised because Duckling asked for a cookie and got it. Talk about the fact that Pigeon is surprised, mad, and jealous at the same time.)

Have you ever felt shocked/surprised and jealous at the same time? Tell me about it. (Offer personal example if needed.) How would your face look if you were surprised and jealous at the same time?

How about Duckling? What did he say here? (Talk about Duckling's reminding Pigeon that he asked politely.)

## **Page 13**

Read: "I ask for things..."

Look at Pigeon here. How does he feel? (He feels surprised/mad/jealous.)

## **Page 14-15**

Read: "I ask to..."

(Read and review the individual pictures.)

How does Pigeon feel? (Talk about the fact that Pigeon is gradually getting angry/mad.)

Why? (Pigeon is getting mad because he does not get what he asks for all the time.)

If you were there, what would you say to Pigeon?

## **Page 16-17**

Read: "Ohhh...there's more"

(Read and review pictures.) What is Pigeon thinking? (Guide child to recognize that Pigeon cannot figure out why he doesn't get all the things he asks for.)

Why doesn't Pigeon get what he asks for? (Maybe he doesn't get what he asks for because he does not ask politely. Sometimes he does not get what he asks for because he asks for crazy things like an iceberg or a walrus.)

Look at the last picture. How does Pigeon feel? (Pigeon is sad.)

(Show a few emotion pictures.) Which of these people feels sad like Pigeon?

Make a sad face like Pigeon's. (Use mirror.)

Do you think that Pigeon wants us to feel sorry for him?

If you were there, what would you say to Pigeon? (Try to elicit a complex construction.)

### **Page 18-19**

Read: "Nooo..."

How does Pigeon feel? (Pigeon is so angry that he is tantruming.)

Why is he so angry? (Because he does not get what he asks for.)

(Show a few emotion pictures.) Which of these people feels really angry/mad like Pigeon?

Have you ever been very angry because you did not get what you asked for? (Ask for example, share experience.). Show me how your face looked. (Use mirror)

Have you ever been so mad you had a tantrum? Tell me about it.

If you were there, what would you say to Pigeon? How could you help him calm down?

### **Page 20-21**

Read: "It's not fair..."

Look at Pigeon's face (p. 19). How does he feel? (He looks sad/disappointed/maybe mad at the same time.)

Why is Pigeon sad/disappointed? (Pigeon thinks that Duckling gets things and that he does not.)

Look at Pigeon here (p. 20). How does Pigeon feel? (Sad, jealous?)

If you were there, what would you say to Pigeon?

What could Pigeon do? (Ask politely to share cookie.)

## **Page 22**

Read: "Pigeons like cookies too..."

Look at Pigeon. How does Pigeon feel? (A little annoyed again. He is annoyed because he did not get a cookie.)

## **Page 23**

Read: "Why did you get..."

Now look here. How does Pigeon feel? (Mad and jealous.)

So, Pigeon has felt sad, and now he feels mad and jealous again.

(Show a few emotion pictures.) Which of these people feels mad like Pigeon?

What would you say to Pigeon?

What could Pigeon do? (Ask politely to share the cookie.)

## **Page 24-25**

Read: "So I could..."

Look at Pigeon's face here (p. 24). How does Pigeon feel? (Mad/angry.)

Can you make a face like Pigeon's? (Use mirror.)

Why does Pigeon feel so mad? (Pigeon is frustrated because he thinks Duckling gets a cookie and he does not.) Maybe he feels jealous too.

What is Duckling doing? (Offering Pigeon his cookie.)

Look at Pigeon here (p. 25). How does he feel? (Very mad.)

Why is he yelling at Duckling? (Because he wants the cookie.)

Wait, what did Duckling offer? (To give the cookie to Pigeon.)

Did Pigeon listen to Duckling?

If you were there, what would you say to Pigeon?

### **Page 26-27**

Read: "Hubba...!"

How does Pigeon feel here (p. 26)? (Pigeon looks very surprised.)

Why is Pigeon surprised? (Pigeon is surprised because Duckling offered him the cookie.)

Pigeon is surprised because did not know that Duckling would give him a cookie. Let's say that together: "Pigeon is surprised because did not know that Duckling would give him a cookie".

(Show a few emotion pictures.) Which of these people feels surprised like Pigeon?

Would that be a good surprise or a bad surprise?

Pigeon does not quite believe Duckling. He asks Duckling if he is really giving Pigeon the cookie.

If you were there, what would you say to Pigeon?

What would you say to Duckling?

What do you think will happen?

### **Page 28-29**

Read: "That is so nice..."

Wow, look at Pigeon!

How does Pigeon feel? (Pigeon is feeling surprised and happy because Duckling will give him the cookie.)

How does Duckling feel?

### **Page 30-31**

Read: "Mmm..."

What does Pigeon think about Duckling? Why? (Pigeon thinks Duckling is cool because Duckling gave him a cookie.)

Why do you think that Duckling gave Pigeon the cookie? (Discuss possible motives.)

### **Page 32-33**

Read: "May I have..."

What did Duckling do?

Why do you think that Duckling gave Pigeon the cookie? (To be nice, but maybe he didn't really want it or he would like another kind of cookie.)

Do you think that Duckling will get another cookie?

### **Summary:**

(Use cloze procedures so child can help summarize.)

**Pigeon and Duckling are funny, aren't they? Duckling asked politely for a cookie, so he got one. Pigeon saw the cookie. Pigeon had a lot of feelings, all at once. He was annoyed and mad and jealous of Duckling. He was mad and frustrated that Duckling got what he asked for. Pigeon felt like he never got what he asked for. Pigeon was so surprised when Duckling gave him the cookie. Then Duckling asked for another cookie—one without nuts.**

### **Follow-up probes**

**Probe #1, p. 8,** Look at Pigeon. How does he feel?

Why does he feel\_\_\_\_\_?

Ask both questions first, but if the emotion response is wrong, say:

OR, he might feel surprised. Pigeon is surprised/shocked because Duckling got a cookie.

**Probe #2, p. 17 (last picture),** Look at Pigeon. How does he feel?

Why does he feel\_\_\_\_\_?

Ask both questions first, but if the emotion response is wrong, say:

OR, he might feel sad. Pigeon feels sad because he doesn't get what he asks for.

**Probe #3, p. 18,** Look at Pigeon. How does he feel?

Why does he feel\_\_\_\_\_?

Ask both questions first, but if the emotion response is wrong, say:

OR, he might feel mad. Pigeon feels mad because he doesn't get what he asks for.

**Probe # 4, p. 21,** Look at Pigeon. How does he feel?

Why does he feel\_\_\_\_\_?

Ask both questions, but if the emotion response is wrong, say:

OR, he might feel mad He might feel sad/disappointed because Duckling got a cookie and Pigeon did not.

**Probe #5, p. 24,** Look at Pigeon. How does he feel?

Why does he feel\_\_\_\_\_?

Ask both questions first, but if the emotion response is wrong, say:

OR, he might feel mad. He might feel mad and jealous because Duckling got a cookie.

**Probe #6, p. 26,** Look at Pigeon. How does he feel?

Why does he feel\_\_\_\_\_?

Ask both questions first, but if the emotion response is wrong, say:

OR, he might feel surprised. Pigeon is surprised because Duckling offered him a cookie.

**Dialog/enactment activity:**

**Look, I have a Pigeon like the one in the book. I have a Duckling and a cookie too. Let's look at the book again. You pretend like you are Pigeon. You be Pigeon, and tell me what you are thinking on every page, okay? Try to tell me how you feel when Duckling gets a cookie. (Repeat with roles reversed. Try to get the child to extend the story by elaborating on how Pigeon was mad and jealous. Pigeon was surprised when Duckling gave him the cookie.)**

**If preferred, guide the child in a modified "readers' theater" where the child voices Pigeon or Duckling. As an alternative activity, on as many pages as possible, have the child say or dictate dialog or thoughts for Pigeon and Duckling. Emphasize what they are feeling and why. Create a thought bubble or a dialog bubble attached to the page with a sticky note. When finished, read the story again including the dialog bubbles. Adjust as needed for the individual child.**